

Inspection of Scallywags Two Pre-School

Dene Holm Methodist Church, Dene Holm Road, Northfleet, Kent DA11 8LG

Inspection date: 13 July 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children arrive happy to begin their session at nursery. Staff skilfully help children to settle well and enjoy their time. Staff value each individual child and have high expectations for them all. They have clear rules and expectations, which children listen to very well. Children learn to listen carefully to their names and line up ready to go outside to play. They form good friendships with each other and enjoy creating role-play games. For example, they talk about taking their dolls for a walk together and which way they should go.

Children who learn English as an additional language receive good support. Staff make every effort to learn words in children's home languages. This helps children to feel included and settled. Children quickly pick up English through positive play and learning experiences. Staff learn about children's individual backgrounds and heritages effectively; they encourage children to share stories from home with others. For example, children talk about traditional outfits that they wear at special celebrations. Staff use additional funding well to build on children's experiences. For instance, children were fascinated as they had the opportunity to attend an exotic animal session. They stroked the animals and showed positive attitudes towards new learning experiences.

What does the early years setting do well and what does it need to do better?

- Staff have strong partnerships with parents. They keep parents up to date with their children's development and overall well-being. Parents say that they feel that staff go 'above and beyond' to support their children in all aspects of their care and learning. They comment that staff are approachable, warm and friendly. Parents appreciate the recent opportunity to spend time in the setting with their children.
- The managers and staff team reflect well on the provision that they offer. They use their knowledge of observations of children's development to help to identify what they can improve on. They recently enhanced how they support children's mathematical knowledge. For example, they include counting in more daily activities. Children show that they are confident to count the number of claps they do and show the accurate amount using their fingers.
- Staff receive good support from the managers. They discuss workloads and how to best support children. Children receive very personalised care to meet their individual needs as staff have an accurate understanding of their development. As a result, children make good progress in their development from their individual starting points.
- The leaders have a clear and ambitious curriculum in place. However, they do not monitor precisely enough to ensure that all staff are focusing on the identified priorities. For example, there is currently a strong emphasis on

communication and language. Although children are generally achieving well in this area, staff teaching does not always support this as effectively as possible. Children show that they have a knowledge of stories and know that the title can be found on the spine of the book.

- Children with special educational needs and/or disabilities receive highly effective support to meet their needs. Staff quickly identify where children may need additional support and work with parents to put individual plans in place. Staff seek more advice from the local authority specialist teacher to ensure that they are doing everything they can to help children to make progress.
- Children enjoy spending time outside and busily set about playing. Staff provide a good range of activities, such as sand play, a water tray fishing game, and pencils and paper for mark making. Children particularly like challenging themselves using their small-muscle movements to develop their physical skills. For example, they learn how to squeeze pegs to hang the socks on the washing line. However, at times, the presentation of resources does not inspire older children to explore.
- The managers and staff have good links with staff at local primary schools that children go on to attend. For example, they take children to settling-in sessions with their friends and share development information with teachers. In addition, staff access shared training with local schools in specific areas of learning. This helps them to support children to be ready for their move onto school.

Safeguarding

The arrangements for safeguarding are effective.

Staff have a secure knowledge of their role to keep children safe. They have attended relevant child protection training and have a good knowledge of child protection concerns. They know the setting's safeguarding policy and the procedure to follow to record and share any concerns that they may have about children. Staff are aware of the local authority procedures if they need to escalate a concern themselves. This includes if they have a concern about another staff member. There are secure procedures and risk assessments in place to administer medication and record the appropriate information.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- develop further staff's understanding of the key areas of the curriculum to support them to fully implement these as intended
- review and improve the organisation of the environment to more fully support the needs of the oldest children, so they can continually engage in purposeful play and learning.

Setting details

Unique reference number	EY499532
Local authority	Kent
Inspection number	10303428
Type of provision	Childcare on non-domestic premises
Registers	Early Years Register, Compulsory Childcare Register
Day care type	Sessional day care
Age range of children at time of inspection	2 to 4
Total number of places	30
Number of children on roll	70
Name of registered person	Glynis Christopher Ltd
Registered person unique reference number	RP900222
Telephone number	07810271387
Date of previous inspection	8 May 2018

Information about this early years setting

Sallywags Two Pre-School registered in 2016. It operates from Dene Holm Methodist Church in Northfleet, Kent. The pre-school is open on weekdays and offers separate morning and afternoon sessions from 9am to midday or 12.45pm to 3.45pm, during term time only. The provider receives funding to provide free early education for children aged two, three and four years. The pre-school employs 13 members of staff, of whom 12 hold a relevant early years qualification, including two at level 4, six at level 3, and two at level 2.

Information about this inspection

Inspector

Sarah Taylor-Smith

Inspection activities

- This was the first routine inspection the provider received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the provider and has taken that into account in their evaluation of the provider.
- The inspector talked to staff at appropriate times during the inspection and took account of their views.
- The inspector observed the quality of education being provided indoors and outdoors, and assessed the impact that this has on children's learning.
- Parents shared their views of the setting with the inspector.
- The inspector looked at key documentation and reviewed evidence of the suitability of staff working in the nursery.
- The manager joined the inspector on a learning walk and talked to the inspector about their curriculum and what they want the children to learn.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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